



Reading by Russian-speaking immigrants in Toronto: use of public libraries, bookstores, and home book collections

Keren Dali^{a,b,*}

^a*Faculty of Information Studies, University of Toronto, 140 St. George Street, Toronto, Ont., Canada M5S 3G6*

^b*Petro Jacyk Central and East European Resource Centre, University of Toronto Library, Canada*

Abstract This article reports the results of a survey of the reading habits and interests of immigrants in Toronto who speak Russian as their first language, including their use of Canadian public libraries, ethnic and English-language bookstores, and their attitudes toward collecting books at home. The survey results show that Russian Canadians use the public library system extensively and for diverse purposes. They also make use of ethnic and English-language bookstores, purchasing materials in both Russian and English for leisure reading, educational and professional development, and expansion of their highly valued home collections. The peculiarities of the demands and behavior of first generation Russian-speaking immigrants are also discussed, especially with regard to changes in reading interests and attitudes associated with immigration, as well as the problems experienced by public libraries in meeting the needs of this clientele. Finally, recommendations for the improvement of public library services and collections for this linguistic group are provided.

© 2004 Elsevier Ltd. All rights reserved.

Purpose

This survey was conducted in the fall of 2001 in North York (Toronto, Canada), a community known to have a high percentage of Russian-speaking

immigrants. The survey was planned as a pilot study aimed at collecting descriptive data on the reading habits and interests of new Canadians who came from Russia and other countries of the former Soviet Union (FSU). The main goal was to present findings that could help librarians become familiar with the Russian-speaking sector of their multilingual clientele and improve collections and services offered to Russian-speaking users.

*Corresponding author. University of Toronto, Petro Jacyk Resource Centre, Rm. 8002, Robarts Library, 130 St. George Street, Toronto, Ontario, Canada M5S 1A5.

E-mail address: keren.dali@utoronto.ca (K. Dali).

Brief history of libraries, bookstores, and home book collections in the former Soviet Union over the past two decades

Reading has always been an important element of cultural life in the FSU and Russia (Stelmakh, 1993, 1995), generating an ongoing lively interest in and demand for printed matter. Before the collapse of communism, "the state book production system... comprised more than 80% of the country's total book production and distribution" (Stelmakh, 1993, p. 274). "20% [of the] remaining titles were published by trade-unions, non-governmental bodies, public organizations and societies (for example, sport societies), etc. But all of them were under the strict control of the State. So, it was formally non-State book production but not in the active reality. In fact, it was the same—the State book production" (V.D. Stel'makh, Personal Communication, September 24, 2001). This publishing system (manipulated and exploited by the Communist Party in order to create a "homogeneous society" that would be easy to control "Stelmakh, 1993, p. 274) produced, over a number of decades, an almost unchanging set of *politically reliable* titles in immense print runs. The lack of variety in published titles combined with the diversity of readers' interests (ignored by officials), created a situation in which readers' demands could never be met (Lovell, 2000; Mehnert, 1983). As Lovell states, "the defects of publishing were exacerbated by those of the distribution system" (Lovell, 2000, p. 58). The paradox, according to Mehnert, was that "the odds [were] 50 to 1 that you [would] not find a single copy" of the most popular books on the "crammed shelves of the bookstores" (Mehnert, 1983, p. 18). The "book boom," a result of the book deficit combined with the desire of readers to buy titles in short supply, was unleashed.¹

Just like the bookstores, public libraries in the Soviet period were a sad reflection of the state monopoly in book production. In the totalitarian society, libraries were just a wheel in an ideological machine, and "with negligible exceptions, libraries had never been clearly told to provide free, quick and easy access to domestic, let alone world information resources" (Kuzmin, 1995, p. 108). According to Stelmakh, by 1991 there were 110,000 public libraries in the country (Stelmakh, 1994a, p.

95), all inevitably suffering from a "significant discrepancy between supply and demand, i.e., between readers' needs and library stocks," burdened with the ballast of "never used books," whose number equalled "the country's total annual book production," and leaving "40–90% of the library users' requests unsatisfied" (Stelmakh, 1994a, p. 96). It is therefore not surprising that both bookstores and public libraries saw a decline in the number of users as these individuals relied more and more on their home book collections.

Yet in the 1970s, people learned that, if they wanted to read a book, they had to buy it, even in the book black market, "or at least borrow or steal it from a friend" (Lovell, 2000, p. 90). Books, collected and displayed in people's homes, became a symbol of prestige and social status. They reinforced the educational function of reading and brought "an essential element of *Kul'turnost'* to the domestic environment" (Lovell, 2000, p. 67).² Stelmakh reports that polls conducted in Russia at the beginning of the 1990s showed that 58% of non-users of public libraries "prefer[red] to use their own book collections which ha[d] a far better choice of titles, or borrow books from their friends and/or relatives" (Stelmakh, 1994a, b, pp. 104–105). Whereas public library and bookstore shelves were filled with uniform sets of titles by state-owned suppliers, volumes of genuine interest were channeled to private homes from various places. People would enrich their home collections with volumes purchased on the black market, or *samizdat*³ items, *samopaly*⁴, the practice of books exchanged with friends, books obtained by subscription, or books bought with waste paper (*makulatura*) coupons.⁵ Often bypassing official retail outlets, people created home book collections superior in quality to public library collections and bookstore stocks. In this way, home collections in the FSU (and in the consciousness of readers) became a private and alternative source of high-demand books.

²For more on the Soviet book black market, see Lovell (2000, pp. 64–71), Mehnert (1983, pp. 26–27) and Stelmakh (2001). *Kul'turnost'* could be translated as something like "sophistication" or "enlightenment."

³*Samizdat*: "books, periodicals and other written material, produced independently of the state and all other authorities, that develop ideas and artistic trends which are not adequately reflected in the existing press or which diverge from recognized ideological and social norms." From Lovell (2000, p. 111). More on *samizdat*: Lovell (2000, pp. 111–114); Stelmakh (2001, pp. 143–151).

⁴*Samopaly*: "books...stolen from printing houses before they had been properly bound." From Lovell (2000, p. 65).

⁵*Makulatura*: paper for recycling. More on *makulatura*: Lovell (2000, pp. 64–71).

¹The book deficit, in Soviet terms, did not designate the overall deficit of books and printed matter; it meant specifically the deficit of *popular* titles, both fiction and non-fiction. For the detailed description of the "book boom" and the phenomenon of the Soviet book deficit, see Lovell (2000, pp. 55–60) and Mehnert (1983, pp. 18–27).

With the collapse of communism, the old Soviet publishing and distribution systems underwent dramatic changes and restructuring. Two researchers Lahiri (2001) and Lovell (2000, p. 133) mention that the Soviet system of slightly more than 200 publishers was replaced with over 7200 publishers by the mid-1990s. Under Soviet rule, readers' interests did not serve as an impetus for book publishing, and it seemed that often readers' demands and publishers' supplies developed along tracks that intersected and interacted only accidentally and sporadically. The situation changed in the post-Soviet period: publishers have been trying to be more sensitive and responsive to readers' genuine demands, reducing print runs, increasing the number of titles published, and adjusting the title selection to readers' tastes and contemporary trends (Lovell, 2000, pp. 128–141; Stelmakh, 1995). According to Kristine Bushnell and John Bushnell, the publishing industry and book market in Russia were thriving in the early 2000s, and the number of titles published hit a record high in the year 2000 (Bushnell & Bushnell, 2001).

The old Soviet distribution system of bookstores has also undergone dramatic changes in the last decade. Lovell points out that "the book market [is] one of very few areas of the post-Soviet economy" in which the reasonable balance between supply and demand is realistic (Lovell, 2000, p. 132). Nevertheless, Lahiri remarks that "at present 40% of the population cannot afford to buy books" (Lahiri, 2001, p. 125).

Political and social changes have also brought about new social roles and functions for the public library in the post-communist era. The philosophy of the public library has been shifting away from the library "as an ideological (strictly) educational structure" and toward an institution providing "completely free access to information," whose services are "an essential part of individual freedom" (Melent'eva, 1995, p. 35).

The removal of censorship and the introduction of the principles of neutrality and free access to information have altered the image of Russian and FSU public libraries. Collections in the public library have become less ideological in nature, and an improved service orientation with respect to the diverse needs of its users has increased the public library's popularity, which had dropped dramatically in the last years of Soviet rule. New categories of patrons who had rarely or had never used a public library are now part of its clientele. Another factor contributing to the growing popularity of public libraries has been the changing economic conditions, including the rise of unemployment and the "absence of the means for

purchasing books for personal use" (Lahiri, 2001, p. 120). The public library is often "the only place to offer free access to self-education and pleasant pastime" (Kuzmin, 1995, p. 107). In sum, Russians no longer just borrow books from the library. They use all of the services offered by public libraries to a much greater extent than before—a direct result of the fact that libraries have become more user friendly and customer focused. Still, public libraries in contemporary Russia are often unable to fully meet the growing and numerous needs and expectations of their patrons.⁶

These changes notwithstanding, Russian society has retained many features of the Soviet system. Similarly, the mentalities of publishers and readers also have not been completely transformed. Even though people have started exploiting the more utilitarian functions of libraries, books and reading itself, the symbolic prestige of reading and the concomitant importance of books as symbols of "cultural permanence" and not merely as "expendable sources of information or entertainment" (Lovell, 2000, pp. 134, 155) has remained. Readers still strive to assemble extensive home collections, although they have become more selective and careful in the titles that they purchase because of limited finances and a more varied selection.⁷

Undoubtedly, immigration changes habits, mentality, and attitudes, but the cultural heritage and experiences in an immigrant's country of origin also have an important influence upon him or her. A cultural connection to an old system cannot be erased easily and quickly. Accordingly, the results of the survey presented in this study will be discussed with reference to the historical background of the FSU immigrants in the areas of public library usage, book purchasing behavior and the practice of collecting books in home libraries.

Brief overview of the Toronto Public Library collections and services for Russian speakers and bookstores in the Toronto area with Russian-language materials

The Toronto Public Library (TPL) system is the largest in Canada, serving its clientele through 98 branches, subdivided into research and reference

⁶The following papers have multi-faceted discussions on Russian libraries: Kuzmin (1995, pp. 106–109), Lovell (2000); Choldin (1998), Lahiri (2001, pp. 114–130), Mendrinos (1998), Stelmakh (1995, pp. 7–23) and Zaitsev (1996).

⁷Lovell (2000, p. 77). See p. 91 for more on sizes and composition of late-Soviet home collections.

branches, district branches, and smaller neighborhood branches. As stated in its *Material Selection Policy*, TPL is committed to collecting "materials in the two official languages, English and French, as well as materials which reflect the diverse linguistic or cultural heritage of the Toronto community." TPL currently offers materials in more than 100 languages. The TPL website hosts the *Multicultural Connections* page.⁸ The goals of the TPL multicultural service include aiding the integration of newcomers into Canadian society and "preserving our [Canadian] collective past." The TPL website provides information on multicultural (ML) children's programs, preparation for Canadian citizenship, legal aid counseling for immigrants, ML telephone interpreters, and immigrant settlement and orientation resources. TPL promotes English language learning among its ML clientele, hosting not only a large collection of English test-preparation materials but also English classes for newcomers. In addition, TPL encourages the learning of other languages spoken by its diverse clientele. The TPL website lists five branches that carry materials written in the Russian language.⁹ In reality, there are more locations with Russian-language materials than those listed on the TPL website; smaller neighborhood branches with ML materials are not indicated.

Based on the 1996 Census of Canada, there are over 40,000 Russian speakers in Toronto (counted by mother tongue). 47.4% of them are male and 52.6% are female ($n = 40,625$). The breakdown of the Russian-speaking Torontonians by age is as follows: 21.9% are 0–14 years of age; 12.6% are 15–24 years of age; 36.1% are 25–44 years of age; 21.3% are 45–64 years of age; and 8.1% are 65 years of age and older ($n = 40,630$) (Canada, Statistics Canada, 1999).¹⁰ In Canada, there is a vast body of research that has been carried out on the earlier waves of Russian-speaking immigrants. Nevertheless, the last wave of Russian-speaking immigrants to Canada, beginning in the late 1980s and continuing into the present, has not been deeply investigated. As a result, the library needs of the Russian-speaking Torontonians at present have not been the subject of scholarly research.

In Toronto (specifically, North York), there is a wide range of services offered in the Russian language to its community members. Something defined by Remennick as a "Russian subculture"

(Remennick, 1999, p. 370) in Israel also applies to the Russian-speaking community in Toronto. In almost every community setting, from banks to stores to doctors' offices, one can find employees who are speaking Russian. The informational and reading needs of the community are met by the Russian-language press, television programs in Russian, the Russian Library Information Centre (2002)¹¹, video outlets, and bookstores.

According to *Bookstores in the Toronto Area Supplying Central and East European Material*, there are seven bookstores carrying books, periodicals, and audiovisual (AV) materials in the Russian language in the Greater Toronto area. These materials cover a broad spectrum of subjects, including classical and contemporary fiction, professional literature, reference materials, non-fiction, self-help books, cookbooks, children's literature, newspapers, magazines and much more. Russian bookstores also offer a wide range of services, such as photocopying, "special orders for books," subscriptions to periodicals, help in locating and acquiring out-of-print and rare books, video rentals, "professional collection appraisals, translation services, computer assistance, publishing of Russian language learning materials," and so on (Stevens & Sydorenko, 2002, pp. 24–29). Some bookstores have online catalogs, such as Erudit at <http://www.russianbooks.net> and Knigomania at <http://www.knigomania.net>.

Methodology and sample

The current sample is limited to the first generation of adult immigrants, for whom simultaneous integration into a new society and maintaining their heritage are major tasks. The second and third generations of immigrants are not in the focus of this paper. They may not maintain as close a bond to Russian culture as the first generation immigrants, and their needs may be different from those of the first generation.

A convenience sample of 50 participants was recruited through the use of posters printed in Russian (the investigator's first language) and displayed on common-access bulletin boards in the public areas of four apartment buildings in North York. The participants provided data for the current research by filling out a self-administered questionnaire, distributed in either English or

⁸Based on information on the TPL website: Toronto Public Library (2003a–c).

⁹Based on information on the TPL website: Toronto Public Library (2003d–f).

¹⁰The data describing the Russian-speaking sector of the population in Toronto from the Census Canada, 2001 will be released in the third quarter of 2004.

¹¹The Russian Library & Information Centre did not exist when this survey was conducted. It opened in the summer of 2002, and is now part of the cultural and intellectual life of the Russian-speaking community.

Russian as per the participant's choice. Ninety-three (100%) surveys were distributed to the people who responded to the posters. Fifty (54%) completed surveys were returned; 29 (58%) surveys were completed in English, and 21 (42%) in Russian. Responses from all 50 paper-based questionnaires were collocated and entered into a Microsoft Excel spreadsheet. A content analysis of the other responses for each question was performed and common themes were identified and grouped into categories, which were developed for easier quantification and presentation of the survey results. The quantitative results were supported and enhanced by the original comments of survey respondents. The answers from the questionnaires filled out in Russian were translated by the investigator. Respondents' comments provided in English were used as they appear in the questionnaire, with grammar and spelling errors corrected as necessary. For book titles for which the known English equivalent could not be located, the investigator provided her own translation along with the transliterated original Russian-language title.

Below are the demographic characteristics of the participants in this survey (one individual did not provide demographic data) (see Table 1).

The questionnaire consisted of 73 questions (Q) (many of which had sub-questions) grouped into the following eight sections: Section I: Reading books for leisure (Q1–22); Section II: Reading for professional development/studies (Q23–30); Section III: Reading newspapers/magazines (Q31–47); Section IV: Public libraries (Q48–54); Section V: Bookstores (Q55–60); Section VI: Book collections at home (Q61–67); Section VII: Subscription (Q68); and Section VIII: General (Q69–73). Both multiple-choice and open-ended questions were used, as well as contingency questions. Because of non-representativeness and a small sample size, drawing statistically significant correlations and reaching generalizable results are not possible. Thus, all results are reported in the form of descriptive statistics and discussion. Results of the survey are reported in the present article and two other articles: "From Russia with Books: Reading and Readership in the Russian-Speaking Community in Toronto" (Dali, 2002) and "Russian-language Periodicals in Toronto: Information Sources for Immigrants and Records for Documenting Community" (Dali, 2005). Based on Sections I and II of the survey, "From Russia with Books" discusses reading for leisure and professional development in the Russian-speaking community in Toronto, describes the mentality and distinctive cultural and communication patterns of the Russian-speaking immigrants, and addresses the complexity of the

Table 1 Demographic data of the sample ($n=49$)

Sex	Age	Education				Current occupational status			Number of years since immigration		
		50+ (%)	College (%)	Bach/Mast (%)	PhD (%)	Employed (%)	Student (%)	Unemployed (%)	1–5 (%)	6–10 (%)	11–20 (%)
M (%)	F (%)	26–34 (%)	35–49 (%)	35–49 (%)	35–49 (%)	35–49 (%)	35–49 (%)	35–49 (%)	35–49 (%)	35–49 (%)	35–49 (%)
18 (36.7)	31 (63.3)	10 (20.4)	28 (57.1)	11 (22.4)	6 (12.2)	39 (79.6)	4 (8.2)	33 (67.3)	11 (22.4)	5 (10.2)	17 (34.7)

community and the issue of a common cultural heritage that co-exists along with a variety of ethnic origins among former Soviet citizens. Based on Sections III and VII of the survey, one part of "Russian-language Periodicals in Toronto" analyzes how the Russian-speaking immigrant community in Toronto reads periodical publications.

The present article focuses on the attitudes towards and use of public libraries and Russian- and English-language bookstores by Russian-speaking immigrants, as well as the existence of book collections in Russian immigrant homes (survey Sections IV–VI; questions 48–67). See Appendix A for the relevant parts of the original questionnaire.

Research questions

Four research questions (RQ) were developed for this article.

RQ1: What are the characteristics and patterns of use of public libraries in Toronto by Russian-speaking immigrants? How are these characteristics and patterns similar to or different from those noted in research carried out on Russian readers in Russia itself? What effect does immigration have on the use of public libraries in the case of immigrants from the FSU?

RQ2: What is the extent and the nature of use of ethnic and English-language bookstores by Russian-speaking immigrants? What information and reading needs do these two types of bookstores serve in the case of immigrants from the FSU?

RQ3: What is the value of home book collections for Russian-speaking immigrants? Have their attitudes and priorities toward collecting books at home been affected by immigration?

RQ4: What are the relationships among using public libraries, purchasing books and owning home collections by Russian-speaking immigrants?

Results

RQ1. What are the characteristics and patterns of use of public libraries in Toronto by Russian-speaking immigrants? How are these characteristics and patterns similar to or different from those noted in research carried out on Russian readers in Russia itself? What effect does immigration have on the use of public libraries in the case of immigrants from the FSU?

In North York, all three types of TPL branches cater to the reading and information needs of the Russian-speaking population: the reference and

Table 2 Responses to the question: "When you think of your public library, what is the first thing that comes to your mind? (i.e., What is your perception of your public library? What is it for you?)"^a

Image of public library	Times mentioned
Place to borrow books and other materials	20
Source of information	12
Place to spend time	8
Reflection on collections	5
Reflection on services and organization	4

^aMultiple responses allowed.

research library (North York Central Library), district branches (e.g., Barbara Frum Library), and neighborhood branches (e.g., Centennial Library).

Of the 50 respondents, 34 (68%) use the TPL (either the central location or any of the branches; Q48). Open-ended Q49 asked respondents to say what functions they associated with the public library, that is, what it meant for them. Thirty-three respondents addressed this question (see Table 2).

As Table 2 shows, the majority of the respondents view the public library primarily as a source for borrowing books and other materials (for decades, lending books had often been the only function performed by public libraries in the FSU). Two respondents specified that they borrow books in the library when they have no money to purchase a book or before they purchase it; others talked about the public library as a "weekly source of books and videos" or "only a source of getting material." One respondent remarked: "I am aware that there are lots of things in the library, but for me [its] main function is still borrowing books."

Twelve other respondents had a broader vision of the public library as a source of "diverse," "needed," and "easy to find" information. In other instances, the public library is described as a "nice and cozy" place to spend time, find interesting things, and relax: "This is a good place for leisure time as well as for studying"; "It is a place where I can rest"; "I like it." A number of respondents chose to reflect on the public library's collections. Some stated "[they] can find everything in the library" and perceive it as "an excellent source of old and new books." Others indicate that there are "not enough Russian books" in public libraries: "When I am going to the library, I am thinking whether I will find some new books or

I will see again all of the books I have read already"; "I am happy only with the North York Central Library; a neighborhood branch is very poor"; and public libraries have "almost nothing, except for a few classical movies that are available." Some responses related to the services and organization of the public library, with people mentioning "good organized structure" and "free access: normal and very convenient." One respondent saw it as "convenient to order¹² books and other materials via the Internet," and another mentioned that the "hours of operation are not convenient."

Thirty-seven respondents indicated how frequently they visit their public library (Q50). Ten (27%) respondents visit the public library about once a month; seven (18.9%) do so about twice a month; another seven (18.9%) do so about three to four times a year; five (13.5%) do so once a week; two (5.4%) do so two to three times a week; and six (16.2%) respondents indicated other frequencies (e.g., "once in a while"; five to six times a year).¹³

As the answers to Q51 show, respondents normally use the public library for more than one purpose (see Table 3).

As seen in Table 3, Russian-speaking immigrants primarily come to public libraries to borrow or use English-language materials, mostly professional and educational literature and reference books (36 total responses, 19+17), AV materials (18), and leisure reading books (12). Seventeen (11+6) responses indicate that people borrow materials for professional development and studies and leisure reading in both languages, whereas only ten (9+1) people borrow leisure and professional books written solely in Russian.

Eight (23.5%) respondents noted that they are satisfied with the collection of Russian-language books in their public library; 26 (76.5%) respondents say they are not satisfied ($n = 34$; Q53). Fourteen out of the 24 people who specified the reasons for dissatisfaction pointed out the insufficient number of books in Russian and/or the poor selection of titles, thus addressing both quantitative and qualitative aspects of the Russian-language book collection. People talked about "poor," "extremely poor," "very weird," and "accidental" selection of titles, "little" or "very limited choice" of books or a lack of "choice at all," and "very few books" and "insufficient collections" of Russian-language materials. Eight more respondents complained in particular about the lack of recent titles and books by contemporary authors,

Table 3 Responses to the question: "What do you use your public library for?"^a

What do you use your public library for?	Times mentioned
Borrow books for professional development and/or studies in English	19
Borrow video/audio cassettes or CDs ^b	18
Use reference materials, such as encyclopedias, dictionaries, manuals, directories	17
Borrow books for leisure reading in English	12
Borrow books for leisure reading in both languages	11
Borrow books for leisure reading in Russian	9
Borrow books for professional development and/or studies in both languages	6
Find out community information	2
Borrow books for professional development and/or studies in Russian	1
Use the Internet	1
Other ("obtain new work-related information")	1

^aMultiple responses allowed.

^bLater, in the answers to Q52, respondents provided a number of examples of AV materials borrowed in the public library 12 months before answering the survey questions. According to responses, most of the AV materials borrowed from the library are audiocassettes for children in English. Among others are videos about world art and countries of the world, and feature films, such as *Rome, Open City (Roma, Città Aperta)* by Roberto Rossellini and *Oedipus Rex* by Pier Paolo Pasolini.

stating that interesting fiction and non-fiction are "almost non-existent" in public library collections. The specific books readers want to borrow are missing, but the "50-year-old trash" and outdated literature of little interest are plentiful. Some are unhappy about "too long waiting lists" for titles in demand, emphasizing that "this list is so long that when my turn to borrow a book comes, I am no longer interested." One individual focuses on the non-fiction collection and mentions a lack of Russian-language books in psychology, as well as books on Russian history and culture. Another respondent points out that Russian bookstores have more books in Russian than does the public library.

RQ2. What is the extent and the nature of use of ethnic and English-language bookstores by Russian-speaking immigrants? What information and reading needs do these two types of bookstores serve in the case of immigrants from the FSU?

¹²i.e., "request."

¹³Percentages do not add to 100% due to rounding.

● *Ethnic bookstores that carry Russian-language materials*

Bookstores carrying Russian-language materials are another source of access to Russian-language books. They are often the only source for obtaining both 'hot' fiction titles and recent professional literature in Russian. The next series of questions in the survey concerned the usage patterns of Russian bookstores by Russian-speaking immigrants. As has been described in the introduction, Russian bookstores are a potentially important source for a broad array of Russian-language materials. To what extent do Russian-speaking immigrants make use of the collections and services offered by their ethnic bookstores?

The distribution of those who buy and do not buy books in Russian bookstores is almost equal: 24 (49%) respondents buy books in Russian bookstores whereas 25 (51%) do not ($n = 49$; Q55). The majority of respondents who provided reasons for not buying books in Russian bookstores or not buying as many as they would like to (Q55B) stated that financial considerations are the most decisive. Books are too expensive to purchase, and people try to save money and limit their expenditures, especially in the first years after immigration. One person claims "it's much cheaper (and, of course, the choice is greater) to buy books in Russia and bring them here [to Canada]." Another says that, despite the crammed shelves in Russian bookstores, "there are not enough interesting books" to read. One more individual maintains that "there has been no need" to purchase Russian-language materials. Three respondents indicate that they obtain books in the library or read them on the Internet as an alternative to buying, and three people say that they currently try to read in English as much as possible and/or do not want to read in Russian.

Two factors influence the patterns of usage of Russian and English-language bookstores by Russian-speaking immigrants: the number of years passed since immigration from the FSU (classified into three categories: 1–5 years, 6–10 years, and 11–20 years) and current employment status (defined as "employed," "student," and "unemployed"). The majority of Russian-speaking immigrants are employed in each of the three categories of years since immigration: 12 (70.6%) are employed among the respondents who immigrated 11–20 years ago ($n = 17$), 10 (76.9%) are employed among those who immigrated 6–10 years ago ($n = 13$), and 11 (57.9%) are employed among those who immigrated 1–5 years ago ($n = 19$). The category of the most recent newcomers (1–5 years since immigration) has the largest percentage of

students (31.6%, $n = 19$) compared to the earlier immigrants (15.4% and 17.6% for immigrants who left the FSU 6–10 and 11–20 years ago, respectively; $n = 13$ and 17, respectively).

The distribution of survey respondents who buy books in Russian bookstores is almost even among the three categories of years since immigration. Of the 24 respondents who purchase books in Russian bookstores, 9 (37.5%) left the FSU 1–5 years ago; 7 (29.2%) did so 6–10 years ago; and 8 (33.3%) did so 11–20 years ago. Current occupational status of respondents—and, by extension, income level—affects the degree to which they purchase books at Russian bookstores. Of 24 respondents buying books in Russian bookstores, 17 (70.8%) are currently employed, 5 (20.8%) are students, and 2 (8.3%) are unemployed (see footnote 13). However, when it comes to the preference rather than the actual fact of either borrowing desired titles in public libraries or buying them in Russian bookstores, the picture is slightly different.

As Table 4 indicates, the more years that have passed since immigration, the more inclined people feel to purchase books in Russian bookstores. Conversely, the fewer years that have passed since immigration, the more inclined people are to borrow books from public libraries. Employment enhances one's willingness to purchase Russian-language titles in the bookstore, but employment does not seem to lessen one's inclination to use the public library to gain access to desired titles.

● *English-language bookstores*

Russian-speaking immigrants also make use of English-language bookstores, such as the chain stores Chapters and Indigo. Of 46 people who replied to Q58, 14 (30.4%) do not use English-language bookstores, whereas 32 (69.6%) do use them. Based on the responses of 33 people who elaborated on the purposes for which they use English-language bookstores, Russian-speaking immigrants use English-language bookstores for multiple and diverse reasons (Q59). Eighteen respondents report that they browse for books in English-language bookstores and read them on the spot, 15 responses indicate people browse and read for leisure and 13 responses show that people browse and read for professional development/studies. Thirty-two respondents report that they purchase materials in English-language bookstores: 14 respondents purchase books for leisure and 18 for professional development/studies. (Multiple responses were allowed for this question.)

There is a relationship between usage of English-language bookstores and the number of years

Table 4 Preferences for gaining access to Russian-language titles: borrowing from: the public library vs. purchasing in Russian bookstores

		"I would borrow books from the public library" (<i>n</i> = 29)	"I would buy books in Russian bookstores" (<i>n</i> = 11)
Number of years since immigration	1–5 years	13 (44.8%)	3 (27.3%)
	6–10 years	9 (31%)	3 (27.3%)
	11–20 years	7 (24.1%) ^a	5 (45.5%) ^a
Current occupational status	Employed	22 (75.9%)	7 (63.6%)
	Student	5 (17.2%)	2 (18.2%)
	Unemployed	2 (6.9%)	2 (18.2%)

^aPercentages do not add to 100% due to rounding.

passed since immigration: a greater number (15, 46.9%) of more recent immigrants (1–5 years since immigration) tend to use English-language bookstores than immigrants who came earlier (8, 25%), and 9 (28.1%), respondents who immigrated 6–10 and 11–20 years ago, respectively (*n* = 32). Moreover, a greater number of employed and students (29, or 90.6%, counted together) than unemployed Russian-speakers (3, or 9.4%) tend to use English-language bookstores.

More recent immigrants (1–5 years after immigration) tend to use English-language bookstores for purchasing books (12, or 48%) at a greater rate than those who have been in Canada for longer periods (7, or 28% and 6, or 24% who immigrated 6–10 and 11–20 years ago, respectively, *n* = 25). Whereas 16 (64%) employed respondents and 6 (24%) students purchase books in English-language bookstores either for professional development/studies or leisure, only 3 (12%) unemployed respondents do so (*n* = 25).

Recall that the group of more recent immigrants has the highest percentage of students. Furthermore, a large number of people in this group, either working or studying, are likely at the stage of professional re-establishment, switching careers, or upgrading their professional qualifications. It is logical to assume that they will try to purchase the latest up-to-date professional literature and study books, which are still unavailable in the public library system. This supposition is confirmed when the types of materials purchased in English-language bookstore are broken down into books for leisure and books for professional development/studies (including English-learning and English-language test-preparation books) (see Table 5).

As Table 5 indicates, the percentage of respondents who purchase English-language books for leisure reading is greater among those who immigrated 11–20 years ago (42.9%) than among the other categories of respondents who immigrated

from 1 to 10 years ago. Note that 50% of those who purchase books for professional development and studies belong to the category of the most recent immigrants. There is a significantly greater percentage of employed and student respondents than unemployed respondents who purchase both leisure-reading books and books for professional development and studies in English-language bookstores.

RQ3. What is the value of home book collections for Russian-speaking immigrants? Have their attitudes and priorities toward collecting books at home been affected by immigration?

Only one respondent out of 49 who replied to Q61 reported that he or she did not have a book collection at home before immigration, whereas 48 (98%) stated that they did have a home book collection. Forty-one respondents provided the approximate numbers of books in their former home collections. The distribution of responses is shown in Table 6.

Immigration has changed the picture. Out of 49 respondents (Q62), only 35 (71.4%) have a book collection at home in Canada, while 48 (98%) had a home book collection before immigration. And, as shown in Table 7, the sizes of home collections (Q63) after immigration are much smaller.

Thirty-two respondents replied to Q64 regarding the number of books they purchase annually for their home collections in Canada: 7 (21.9%) respondents purchase no books at present; 8 (25%) purchase one to four books annually; 10 (31.3%) individuals purchase five to ten books; and 7 (21.9%) buy more than ten books annually (see footnote 13). Overall, 78.2% of respondents purchase books for their home libraries.

Responses to Q65 (*n* = 49) are evidence that the attitudes of 29 (59.2%) respondents toward collecting books in home libraries have not dramatically changed: 27 respondents agreed with the statement "Having my own book collection at home is as

Table 5 Purchasing books for leisure and professional development/studies in English-language bookstores

		Purchasing books for leisure (<i>n</i> = 14)	Purchasing books for professional development/ studies (<i>n</i> = 18)
Number of years since immigration	1–5 years	4 (28.6%)	9 (50%)
	6–10 years	4 (28.6%)	5 (27.8%)
	11–20 years	6 (42.9%) ^a	4 (22.2%)
Current occupational status	Employed	8 (57.1%)	12 (66.7%)
	Student	4 (28.6%)	5 (27.8%)
	Unemployed	2 (14.3%)	1 (5.6%) ^a

^aPercentages do not add to 100% due to rounding.

Table 6 Sizes of home book collections before immigration (*n*=41)

Number of books in home collections before immigration	Total
Fewer than 300	8 (19.5%)
300–500	17 (41.5%)
501–1000	7 (17.1%)
More than 1000	9 (22%) ^a

^aPercentages do not add to 100% due to rounding.

Table 7 Sizes of book collections in immigrant homes in Canada (*n*=35)

Number of books in home collections after immigration	Total
50 or fewer	11 (31.4%)
51–100	3 (8.6%)
101–300	16 (45.7%)
More than 300	5 (14.3%)

important for me as it used to be before I immigrated,” and only two respondents agreed with the statement “Having my own book collection at home is presently not important at all, and it was not important before the immigration either.” However, 20 (40.8%) respondents reported a change in their attitudes toward owning a home library: 16 agreed with either the statement “Having my own book collection at home is less important for me than it used to be before I immigrated” or the statement “Having my own book collection at home is presently not important at all; however, it used to be important before I immigrated,” whereas 4 respondents agreed that “Having my own book collection at home is presently more important for me than it used to be before I immigrated.” Viewed from a different perspective, 31 (63.3%) respondents, after immigration still see great merit in home collections of books, whereas only 18 (36.7%) do not attribute much value to collecting books in home libraries at present.

Forty-two (87.5%) respondents brought books from their home collections in Russia/FSU to Canada, whereas only six (12.5%) did not (*n* = 48; Q66). Thirty-nine respondents specified approximately how many books they brought to Canada: 13

(33.3%) respondents brought 1–20 books; 10 (25.7%) respondents brought 21–100 books; and 16 (41%) respondents brought more than 100 books from their home collections. Asked about the kinds of books they brought to Canada, the respondents identified the following categories of books with the frequency indicated in Table 8.

The last question (Q67) asked respondents what titles or types of books they would consider important to be added to their home collections in an ideal situation (respondents were asked to consider both Russian and English-language titles). Forty-one respondents listed the same types of books as they listed in Q66, which asked about the kinds of books they brought to Canada from their home collections in Russia/FSU. Answers that were unique to Q67 included “old and rare editions,” mentioned by one individual who considered them “irreplaceable and not reproducible”; Russian literary (“thick”) journals, such as *Ogonek* and *Novyi Mir*, published between 1986 and 1990 and perceived by the respondent as “part of [his or her] life and history”; and books on Canadian history in English, which allow individuals to “find out more about the country where [they] live.” Among the reasons deemed crucial for adding such types of books as Russian and foreign classical literature,

Table 8 Types of books Russian-speaking immigrants brought from their home book collections to Canada^a

Types of books	Times mentioned
Classical literature: Russian and foreign classics in Russian translation	29
Professional/textbooks	24
Russian poetry books and foreign poetry books in Russian translation	22
Contemporary fiction: Russian and foreign fiction in Russian translation	20
Art books	20
Other (children's books; reference materials: manuals, encyclopedias, dictionaries; and non-fiction)	7

^aMultiple responses allowed.

Russian and foreign contemporary fiction, poetry, non-fiction, children's books, and art books to one's home collection, six themes emerged.

1. Preserving one's cultural and historical heritage is deemed personally important and as a connection to the motherland. Respondents see books in Russian in their homes as "part of [their] life and history," as items that help immigrants "in [their] mind to go to [their] motherland, which [they] miss." Another frequent statement is that "every cultured person should know classical literature," reflecting a widespread public opinion of Soviet times.¹⁴ Respondents regard books in Russian not only as carriers of valuable and loved contents, but also as physical objects endowed with a great "sentiment of memory."
2. Preserving one's cultural and linguistic heritage so as to pass it on to the next generation: "for children and for culture."
For immigrants, teaching their children to love Russian books is often seen as a compelling duty. Not only is it "important for keeping cultural and historical heritage," helping a younger generation to know "Russian history and culture better," and giving them a good command of a foreign language, but it is also a means of maintaining a link and facilitating greater understanding between older and younger generations of immigrants. Home book collections in Russian are not only a way of sharing knowledge and

intellectual capital, but they are also a way of sharing experiences, memories, and feelings: "I want my children to read [Russian books], too"; [I would like to] "teach my children to love [Russian books], too."

3. The desire to keep personal favorites in one's home collection and reread them.
Respondents observed that "As I age, there is a need to reread favorite books"; "These [books in Russian] are my favorite books; therefore, it is important to have a chance to reread them"; and "I can read a good book again and again."
 4. The pleasure derived from reading one's native language in a foreign-language environment.
Responses included, "I simply enjoy writing, the style, etc." and "the need and desire to read in Russian becomes stronger in immigration."
 5. Books at home are a part of one's physical milieu and spiritual life.
Responses included: "[Books] are a part of my spiritual life" and "I cannot think of myself without owning, buying, and reading books."
 6. Collecting books at home as a means of educational attainment, personal growth and personal development.
Responses included "[Books] broaden [one's] knowledge" and "they help to maintain a cultural level and interest in history and contemporary life."
- There are also a number of common reasons for keeping reference materials, such as encyclopedias, dictionaries, and manuals, as well as professional literature in one's home collection. These books are viewed as sources of easy-to-reach information ("it's sort of difficult to run to the library all the time") and self-help. One person maintains that having reference sources in one's native language at home is particularly important to immigrants living in a foreign-language environment: "Every day we miss some info here and there" [due to an insufficient knowledge of English]. Reference sources provide an opportunity to "verify [one's] new knowledge and one's understanding."

RQ4. What are the relationships among using public libraries, purchasing books, and owning home collections by Russian-speaking immigrants?

As answers to Q67 show, the value of home book collections is still high. Table 8 outlines the categories of books people brought to Canada from their home book collections in the FSU. The largest portion of these books are Russian and translated foreign classics, poetry and contemporary fiction, art books and professional literature in Russian. The smaller portion of these books are children's books, manuals, encyclopedias, dictionaries and non-fiction

¹⁴For more on the symbolic status of Russian classics in Soviet society, see Stelmach (1993) and Stelmakh (1995). Also cited in Dali (2002), para. 2.

books. Logically, people who attribute importance to home book collections will likely be willing to purchase additional items, given the opportunity. Book lovers in Canada will purchase both Russian-language and English-language titles to add to their home collections. Q55A and Q60 asked the respondents to list some titles they had bought from Russian and English-language bookstores in Canada, respectively, in the 12 months prior to answering the survey questions. Based on specific titles, genres, and types of books mentioned in Q55A, Q60, Q66, and Q67, a composition of a likely book collection held by an immigrant family of Russian speakers in Toronto can be created (see Table 9).

Curiously enough, seven out of eight categories of books listed in Table 9 (art books are the exception) can be observed in the answers to Q52, which asked respondents to provide examples of the titles and kinds of books borrowed from the public library in the 12 months prior to filling out the questionnaire ($n = 28$). As responses indicate, both English and Russian-language titles are borrowed from the public library (see Appendix C for examples of titles mentioned by respondents).

Asked specifically what they would do if they had a choice between purchasing a desired title in a Russian bookstore or borrowing it from the public library (Q57, $n = 46$), 11 (23.9%) respondents stated that they would purchase it, 29 (63%) said they would borrow it from the library, and 6 (13%) others took a more discriminating approach, maintaining that their decision would be based on the specific title and/or situation (see footnote 13). For example, they would borrow a book from the library "to evaluate the content" and buy it later if they liked it, or they would borrow the majority of books from the library and purchase "favorites," "good imaginative literature," professional literature, or children's books for their home collections. Certainly, answers to this question pertain to the ideal situation, where the title of interest can be found in both bookstores and public libraries. People who prefer to borrow books from the public library often explain their preference by the fact that library services are free, or merely that they like or are in the habit of using the public library. Other respondents, however, emphasize that they are not interested in collecting and "accumulating piles of books" at home, especially books that are read only once and put on the shelf unrecalled for years. Nevertheless, responses by those who prefer purchasing Russian-language titles in bookstores rather than borrowing them from the public library make it clear that having a book collection at home is still a priority. All 10 people who provided reasons for purchasing Russian-language books indicated

they would like to have a home collection of favorite books to read or reread whenever convenient, with no time constraints imposed by the "borrowing time period" of the public library. One respondent makes an ironic confession about "the residue of 'acquisitiveness' in [his or her] consciousness," prompting him or her to want to collect large quantities of books at home.

The practical realities of immigrant lives and the status of Russian-language collections in public libraries are the two main factors responsible for discrepancies between "preferences" and actual behavior. When "it is very expensive to buy books" (both Russian and English-language ones), when immigration has "taught [people] to restrict [themselves]," when often they can afford "only their kids' favorites in their home collections" and "have no hope to buy more than those," Russian immigrant book buyers will be sensible and practical, spending money only on titles of the highest interest or usefulness.¹⁵ The question arises as to whether titles borrowed from public library collections (just as for purchased titles) are a true reflection of reading interests and readers' demand, or whether these titles are a manifestation of the immigrants' attempt to "make do" with what the public library has to offer, free of charge? This question is obviously less relevant with respect to most types of English-language materials, since public libraries hold an impressive variety of such titles. However, the question is germane for Russian-language collections in public libraries. How likely is it that Russian speakers will find the same Russian titles in library collections that they see in Russian bookstores?

Asked to evaluate their chances of finding titles in a public library that they would like to purchase in a Russian bookstore (Q56), 27 (62.8%) respondents replied that they can almost never (only about 10% of the time) find such titles in the library; 15 (34.9%) respondents said they can find only some of these titles in the library (about 50% of the time); and one person (2.3%) maintained he or she "never tried" to find a desired book in the public library ($n = 43$). It is likely, therefore, that borrowers often settle for the best available in public libraries, just to have something to read (or reread), and do not necessarily find something that they really want to read. Nevertheless, dissatisfaction with Russian-language collections does not detract from people's general willingness to use public libraries. As has been stated before, 76% of respondents said they would borrow a desired title from the public library instead of, or prior to, buying it (Q57). Thus, Russian-speaking immigrants,

¹⁵See examples of titles in Q53 and Q60.

Table 9 Types of books expected to be included in home book collections of Russian-speaking immigrants in Toronto (by source)^a

Types of books	Brought from the previous home collection in the FSU	Purchased in Russian bookstores	Purchased in English-language bookstores
Classical literature	Yes	Yes	Yes
Poetry	Yes	Yes	Not mentioned in responses
Contemporary fiction	Yes	Yes	Yes
Books for children/young adults	Yes	Yes	Yes
Non-fiction	Yes	Yes	Yes
Professional literature	Yes	Not mentioned in responses	Yes
Reference	Yes	Yes	Yes
Art books	Yes	Not mentioned in responses	Yes

^aSee Appendix B for explanations on the scope of materials included in each category and examples of specific titles, authors and genres.

exhibiting a genuine interest in and concern for the quality and size of public library collections of Russian-language materials, make suggestions for improvement. Indeed, 23 respondents provided recommendations for improving collections and services in the public library (which will be discussed later), with only one respondent indicating that “everything is excellent” (Q54).

Discussion

Russians and Russian Canadians: similarities and differences in their perception and use of public libraries

Public libraries are popular among immigrants from the FSU: 68% of respondents state that they use public libraries in Toronto. Although this survey was not specifically designed as either “the study of the image of the library” or “the study of the levels of satisfaction,” answers given to the question about respondents’ initial associations with the word “library” show that the perception of the library by Russian speakers is a mixture of emotionally colored impressions of the library as a cultural and educational institution, and, on the other hand, evaluations of the library’s functionality and usefulness based on “factual...knowledge and...personal experience” (Stelmakh, 1994b, pp. 10–11) (e.g., “an excellent source of old and new books,” “it is a place where I can rest,” “hours of operations are not convenient,” “not enough Russian books”). All in all, what Stelmakh calls the functional image of the library, “an instrument

that is necessary for the reception of knowledge and the attainment of success in life,” “oriented toward the practical needs of the patron” (Stelmakh, 1994b, p. 15), and “the synthetic image of a real and an imaginary place, where people work, where people study things and where at the same time, they acquire the satisfaction and happiness of life” (Stelmakh, 1994b, p. 17) prevails in responses to the present survey. The functional image of the library is widespread in Russia itself at present, as Russians make more diverse and practical uses of public libraries for self-education, improving professional qualifications, and indulging in a pleasant pastime (Kuzmin, 1995; Stelmakh, 1994a). Similarly, Russian Canadians increasingly benefit from a variety of library services. Even though 20 responses in the present survey indicate that the public library is mainly seen as a place to borrow materials, the responses also show that the public library is something more—a source of free and diverse information and a place to spend time (see Table 2). Certainly, in the FSU a gap exists between the level of public library services in the big cities and the level in smaller towns and rural areas, where readers may have been deprived of even basic leisure reading books (Kuzmin, 1995, p. 107; Lahiri, 2001, p. 126; Zaitsev, 1996, p. 306). Therefore, some immigrants will come to Canada well aware that the public library is more than just a place that lends books and they will make full use of its services. For others, Canadian public libraries will be a new thing. But, for both of these groups, using libraries in Canada—which, overall, are more resourceful, sophisticated, and technologically advanced than public libraries in present-day Russia—is expected to be increasingly beneficial.

Close examination of the reasons for the growing popularity of the public library in the FSU shows many similarities with the reasons for the popularity of Canadian public libraries among Russian Canadians. Whereas public libraries in the FSU are places full of resources for gaining knowledge of the country's history and learning to evaluate its present (Kuzmin, 1995, p. 106; Zaitsev, 1996), public libraries in Canada are an irreplaceable source of information about the history and customs of the new host country for Russian immigrants. Unemployment and the pressure to upgrade one's professional qualifications (Kuzmin, 1995, p. 107; Lahiri, 2001, p. 120) bring more users in the FSU to public libraries, and many immigrants (for whom professional re-establishment or switching careers is one of the major goals) will also frequent public libraries in their new country. In addition, the free availability of information, materials and services will be an attractive aspect of the public libraries for newcomers, who are in tough financial situations, given the facts of immigration and resettlement, just as free access to resources is an appealing and helpful factor for Russians using public libraries across the FSU.

Merits and challenges of public library services for the Russian-speaking clientele in Toronto

Russian Canadians use the public library to gain access to the literature and information in both Russian and English (Table 3). As has been reported in "From Russia with Books," 26 (54.2%) respondents defined their reading knowledge of English as "fluent" or "good," 18 (37.5%) as "satisfactory," and only 4 (8.3%) as "basic" ($n = 48$) (Dali, 2002, para. 31). They make extensive use of imaginative, professional, educational and reference literature written in English found in the library, which converges with the findings about the choice of language for reading professional and leisure literature reported in "From Russia with Books."

Nevertheless, it is surprising that with the vast majority of respondents who prefer leisure reading in either Russian alone or in both Russian and English,¹⁶ only 9 respondents said that they actually borrow books for leisure reading in Russian, and

only 11 people borrow them in both languages (Table 3). It may be that a gap exists between the supply of and the demand for Russian-language titles offered by TPL.

Indeed, 76.5% of respondents are not satisfied with the Russian-language collections in TPL because there are not enough titles, and, more importantly, the selection is poor and irrelevant to the respondents' reading interests, that is, there are too many old (classical or Soviet) titles of scant appeal. Yet, Russian speakers in Toronto are regular users of the public library, with 37.8% of respondents visiting it either two to three times a week or once every 2 weeks (Q50).

Factors affecting the use of ethnic and English-language bookstores by Russian-speaking immigrants

Of the survey respondents, 49% purchase books and other materials in ethnic bookstores, but they do not limit themselves to Russian-language settings, making a diverse and multiple use of English-language bookstores in Canada. Financial considerations are the main constraint that prevents immigrants from buying books or buying as many as desired. Higher incomes—a result of employment—incline them to buy books in the Russian language. At the same time, employment and an improved income do not necessarily reduce their inclinations to use the public library for gaining access to desired titles. In the ideal situation, in which desired titles can be found in both public libraries and ethnic bookstores, the majority of Russian-speaking immigrants (including those employed) are still likely to borrow books from public libraries. Overall, employment seems to have a greater effect on book purchasing by immigrants than the number of years passed since immigration. Compared to the unemployed, employed respondents purchase more books for both leisure and professional development in English.

Book collections in immigrant homes and home book collections in the FSU: Similarities and differences

Russian-speaking immigrants make extensive use of both public libraries and bookstores in Toronto to satisfy their information and reading needs. Furthermore, the bookstores (those with Russian-language materials or with English-language titles) enable readers to add new books to their home collections. Home book collections, in turn, have traditionally been an indispensable part of the

¹⁶Dali (2002), para. 58–59: 54.8% of respondents reported that English was their preferred language for reading professional literature, and another 35.7% reported they read professional literature in both English and Russian ($n = 42$), whereas only 17.4% of respondents chose English as the language of preference for leisure reading, with the vast majority of respondents preferring to read in Russian (43.5%) or both languages (39.1%) for pleasure ($n = 46$).

Russian and Soviet reading milieu. Therefore, it is not surprising that 98% of respondents said they had book collections at home before immigration; 25 (61%) respondents appear to have been owners of so-called average-size collections (up to 500 items) and 16 (39.1%) (see footnote 13) of large collections (surpassing 500 items) (Lovell, 2000, p. 91). 71.4% of respondents own home book collections even after immigration, and a majority still see a great value in home collections and continue to purchase new books for those collections. Russian Canadians collect books at home for the same reasons people collected books in the FSU: to have personal favorites on hand so as to be able to reread them, to own popular items, to have books missing from or hard to find in public libraries and bookstores, and, in some instances, to collect rare and antiquarian editions. They collect books as carriers of educational and cultural contents and as indispensable cherished artifacts, for the "soul," for pleasure, for personal growth, and, perhaps, for display. Some collect books merely as a matter of habit, and others out of a "biblioholic" compulsion to buy and possess the desired titles (Raabe, 2001). Yet immigration brings new incentives for collecting books at home, a notion also addressed by Dale T. Lukas and colleagues in a paper about Lithuanian American private libraries; immigrants will assemble home collections "as a means to maintain and preserve their culture and language, and to document the history of exodus," "to continue cultural work and to educate the next generation—their children" (Lukas, Kubilius, & Dundzila, 2002, p. 22). Russian Canadians will collect and preserve books in the Russian language as a link to their motherland. They will collect books in the hope that their children will learn Russian and share not only their past knowledge and experiences but also their fondest memories, sentiments, and feelings—through words, through language, through reading.

Just as the reading and purchasing behavior of Russians in contemporary Russia has changed with economic conditions and personal financial and employment situations, immigrants in Canada are careful and pragmatic when selecting titles to add to their home collections because of financial constraints related to resettlement and professional reestablishment in a new country. Immigrant home collections are thus likely to be smaller than those that people had in the FSU. Moreover, the composition of home collections held by immigrants will be different from those owned by Russians in Russia, if only for the fact that English-language (and perhaps other foreign language) titles will comprise a large portion of the collection, complementing the Russian-language

titles in almost every category of literature, from classical prose and poetry, to contemporary fiction, to children's books, to non-fiction, to professional literature, to reference and art books (see Table 9).

Buy for the home or borrow from the library?

The same types of materials found in Russian-Canadian homes are sought by immigrants in the public library collections to borrow or for onsite use. Borrowed books, just like purchased ones, will be in both Russian and English. Comparison of the types of books purchased and borrowed from the libraries confirms that, on one hand, owning home book collections does not rule out using public libraries, and that, on the other hand, public library collections that are accessible and free of charge are not a complete replacement for personal collections of books at home. In a perfect world, given a choice between borrowing a desired title from the public library or buying it, 63% of respondents still prefer borrowing, and another 13% would consider such an option. People who prefer to borrow books from the public library often explain their preference by the fact that library services are free of charge. That is not to say that public libraries are favored as a source of access to the Russian-language materials only when purchasing titles in Russian bookstores is unaffordable. For some respondents, going to the public library is a conscious choice in gaining access to Russian-language materials. One person cites the "habit of being a library customer for many years" and an unwillingness to give up this habit. Unfortunately, the reality is that titles borrowed from public libraries are not necessarily the titles that users want to read, but rather, titles that represent the best of what is available. In fact, 62.8% of respondents report that they can never find a title in the public library collection that they saw in a Russian bookstore.

Users' suggestions for improvement of public library services

No one can deny the value of circulating public library collections in English. Using the collections of English-language materials at the TPL is a very enjoyable and gratifying experience because of the impressive variety and great availability of titles. Moreover, no one will dispute the usefulness of reading in English for non-native English speakers. Still, many immigrants also want collections of public library materials in their native language to be improved. The vast majority of respondents

recommend increasing the number of books in Russian and broadening the selection of Russian-language materials. They encourage libraries to buy more books by contemporary authors and expand subscriptions to Russian magazines and journals "published in Russia and not published abroad for immigrants, for example, *Ogonek* (*The Flame*), *Smena* (*The Relay*), *Nauka i Zhizn'* (*Science and Life*)."¹⁷ In a similar fashion, respondents recommend that public libraries expand their non-fiction collections in the Russian language, purchasing, for example, "books on knitting" and other hobbies, which would include "cookbooks, self-help books, memoirs and popular scientific literature." They also call for improvements in collections of professional literature: "Professional literature in Russian is very old, and there is a long waiting list to get it, even in North York Central;¹⁷ at times, we are forced to buy rather than borrow in the library."

An additional suggestion is for public libraries to conduct a user needs survey to find out what titles are really of interest to a specific linguistic group. In addition, respondents would like to see more AV materials in library collections (e.g., videos on art history and feature movies). Immigrants suggest that the library enrich the size and selection of English-language instructional books and buy more books on Canadian history in English, "which are worthy of reading and suitable for newcomers." A minority of respondents suggest changing business hours in some locations, reducing waiting times for requested items, expanding the physical space, increasing the number of computer stations with Internet access, and improving online catalog access to Russian-language books and AV materials. Only one respondent proposed a drastic and unusual solution: "Make the libraries private. Sounds like a joke, but I don't mind paying a fee for an efficient system with a wide variety of titles."

Ironically, that suggestion has turned into a reality in today's Toronto, especially with respect to materials and services in the Russian language. The first Russian Library & Information Centre opened for users on July 10, 2002 (The Russian Library & Information Centre, 2002). It holds an extensive collection of Russian-language materials, comprised of more than 5000 books of various genres and time periods, periodical publications in Russian, AV materials, music scores, and special collections, including autographed books, and books and periodical publications by Russian immigrants around the world. The library is open 7

days a week, with annual fees ranging from \$39.99 to \$94.99 CANADIAN for various categories of users, and it offers a variety of free and paid services, hosts exhibitions and talks, and organizes lecture series for adults and students. Accordingly, this library has a real potential to turn into something more than just a place to borrow books and receive information; it can turn into a kind of community center, where people with similar cultural, intellectual, and spiritual interests can come together, and where librarians are members of the same community, and familiar with their library users.

Conclusion

The Russian Canadian information and reading milieu is multifaceted and complex. It has a number of components: diversified reading needs of Russian speakers who have a great interest in gaining access to recent Russian-language fiction and non-fiction, as well as reading in English; readers' eagerness to keep home book collections by purchasing both English and Russian-language titles for pleasure and professional development; and the various sources of supply of Russian-language materials in the community, such as ethnic bookstores that offer a wide assortment of titles, and the Russian Library, where, for a fee, interested customers can gain access to a variety of Russian-language materials in different media, information services and library instruction in the Russian language, study space, and programs built in close interaction with and intimate awareness of the interests and tastes of Russians living in Toronto. Where, then, does the public library fit in with the context of the Russian Canadian information and reading culture?

According to J. Raymond, "[l]ibrarians have little to fear from bookstores," since both establishments have different missions, with the public library being fully committed "to the cultural welfare of local communities," offering free access to its collections, information and reference services, and encouraging users both to use professional assistance and to be self-sufficient in the library environment (Raymond, 1998, pp. 41–42). Based on the present survey, public librarians have little to fear from ethnic libraries such as the Russian Library. Indeed, the latter likely supplies a wider selection of materials in the Russian-language than the TPL does. Rather than being perceived by public librarians as a competitor and an alternative, ethnic libraries and bookstores can be seen as complementary sources of reading material and information. Moreover, much can be

¹⁷The North York Central is one of the two research libraries in the TPL system, and the largest branch in North York.

learned from them. Neither ethnic libraries nor ethnic bookstores can ever replace public libraries and this is not just because public library services are free. Russian-speaking Torontonians—among whom the average level of education and the percentage of professionals are high (see [Table 1](#))—are unlikely to stay exclusively within their ethnic settings. They will want to see their children fluent in English (and perhaps French) as much as they want them to speak and read Russian. While keeping their cultural memories and cherishing their national heritage, they are also expected to try to integrate into Canadian society, by learning its language, history, culture and activities of daily life. For these and other purposes, Russian immigrants will look to the professional services and diverse collections provided by the public libraries in Canada. Seeing Russian-language collections not as isolated entities, but as part of a larger public library collection, side by side with literatures in other languages, also gives Russian immigrants a feeling of belonging. Certainly, the “free services” aspect of the public library cannot be discounted. Respondents to this survey made almost as many suggestions for improvements to library services in general and to English-language (specifically English learning) materials as for enhancement of the Russian-language collections. Will the library be ready to meet the needs of its Russian-speaking patrons?

To be sure, the public library should never strive to hold the same number and composition of foreign-language titles as ethnic bookstores do. Nor is it realistic to expect the public library to duplicate the stocks of ethnic bookstores on its shelves. This is an area where the professional judgment of the book selector comes into play. Public libraries should update and expand their ML collections by purchasing popular and high-demand titles. Certainly, an ML user may still want to purchase a specific title in an ethnic bookstore, but the public library could nevertheless provide him or her with an opportunity to borrow a book for free, to evaluate its contents and to make an educated decision about its purchase. This is not such a small service, given the financial constraints associated with immigration.

According to William E. Buchanan, “the first step toward building a collection that is responsive to the needs of a diverse community is ensuring that there are materials in [the] collection in which persons can find images with which they can connect. The process of building these collections, is, for the most part, one of systematic bibliographic searching,” and becoming knowledgeable by “reading representative works in the field” ([Buchanan, 2002, p. 35](#)). For more than a decade

now, Russia has no longer been hidden behind the Iron Curtain. Tools and sources to survey, evaluate and get a feel for what is published, popular and in demand are numerous, diverse and easily accessible. These tools range from bibliographies, to publishers’ catalogs, to online bookstores, to review publications in both English and Russian. If large public libraries such as the TPL rely on an approval plan for foreign acquisitions, a good knowledge of the field and readers’ demand can help a librarian negotiate a more accurate and reflective profile for future acquisitions. Undoubtedly, time and effort are required to perform systematic bibliographic searching, but three other things are needed as well: professional curiosity, an ambition to build an ML collection best suited to the users and knowledge of the language for which one is developing a collection (or at least cooperation with others who are proficient in this language). Russian bookstores do not necessarily strive to compete with public libraries. *Erudit*, for instance, provides the service of supplying books “on blanket order” to libraries” ([Stevens & Sydorenko 2002, p. 25](#)). The store’s website suggests that “selection of books for libraries with no Russian librarian” has always been its specialty. “*Erudit* has been the supplier of choice for hundreds of public, academic, school and special purpose libraries” ([Erudit bookstore, 2003](#)).

Another component of success in developing ML public library collections, as Buchanan also implies ([Buchanan 2002](#)), is knowing the community for whom the ML collection is being developed and listening to its members. As Solina Kasten Marquis suggests in discussing building collections of Spanish-language and Latino materials, “libraries should base their decisions...on an accurate profile of the community’s needs and preferences, as well as professional evaluation criteria” ([Marquis, 2003, p. 106](#)), such as data obtained from user surveys and formal needs assessments.

An accurate profile of the Russian-Canadian user community would give the public library a clear indication that Russian-speaking users have specific suggestions for the improvement of library collections and services, and that they are well informed about the latest titles, authors and popular trends in Russian contemporary literature. Russian Canadians can easily monitor the most recent developments in the information and literary realm through widely available Russian media sources, the Internet, word of mouth, and trips to the FSU. Users find out about the emerging titles, and then they go looking for them in the public library; “the patron’s awareness of a particular work is one of the largest influences on whether he will choose it in a library”

(Baker, 1993, p. 62). That is not to say that Russian-speaking users are not open to seeing other titles selected by collection development librarians, as long as they feel that the items offered are new and engaging, fall within the general scope of contemporary demand and reading tastes, and are adequately promoted (Baker, 1993, p. 63). In addition, good awareness of the resources available in the specific community can assist public libraries in more efficient planning of their programs and acquisition activities; they will know exactly where the need lies and what efforts not to duplicate.

In sum, with all the willingness to preserve their cultural and linguistic heritage and with all the interest to make use of ethnic community resources, such as bookstores and ethnic libraries, Russian speakers come to Canadian public libraries looking for an encounter with the literature in both their native and their second language, for information and professional assistance to adjust to a new society and life with more ease and for a nice, welcoming place that is conducive to leisure and work.

Acknowledgements

I would like to thank Professor Juris Dilevko (Faculty of Information Studies, University of Toronto) for his help with the survey design. I would like to thank Ms. Valeria D. Stelmakh (Russian State Library, Moscow) for providing valuable information about book publishing in the Soviet Union in our personal correspondence. Also, I would like to thank *International Information & Library Review* reviewers for suggesting improvements to this paper.

Appendix A

Instructions for filling out the questionnaire. Preamble

As many studies carried out in the last ten years indicate, the high prestige traditionally associated with reading in the former Soviet Union/Russia has been lost. Literature has stopped being "the substitute for everything—from science to consumer goods" (Chudakova, 1991). Given a real freedom of choice, people often choose more down-to-earth and/or practical activities (such as watching TV, gardening, hobbies) over reading. However, some people still like to read. The nature of reading has also significantly changed. More and more people want to read for entertainment and

relaxation and not for the purpose of self-perfection as a person and a citizen.

We would like to study the reading habits of Russian-speaking immigrants in Toronto, and compare the results to the data obtained from the studies done in recent years on reading habits of people living in Russia. We would also like to identify the unique reading habits of Russian speakers in Toronto who, unlike Russian citizens, are living in a foreign-language environment.

This questionnaire is anonymous and confidential. The only request is: please be as open as you possibly can. The purpose of this study is not to draw a "rosy picture" of Russians as the best readers in the world. That myth passed a while ago. Nowadays, no one will consider a person preferring other kinds of leisure activities over reading as "uneducated" and no one will point a finger at him/her.

Definitions of terms used in the survey

By "*books published in Russian*" we refer to books originally written in Russian or translated into Russian from any foreign language and published in Russian in the former Soviet Union, Russia, or anywhere else, for example, Canada, Australia, England, and the USA.

- By "*Russian authors*" we refer to authors who originally wrote their works in the Russian language; we do not refer to their national identity or place of residence.
- By "*Soviet authors*" we refer to authors in the FSU who were writing in the period of time between 1917 and 1991 (i.e., between the October Revolution of 1917 and the collapse of the Soviet Union); we do not refer to their political views or relations to the Soviet communist regime.
- By "*books published in English*" we refer to books originally written in English or translated into English from other foreign languages (excluding Russian) and published in English anywhere in the world. Even though we realize that there is a category of readers interested in reading English translations of Russian books in order to improve their English or as a matter of personal interest, the current survey does not deal with this category of literature (i.e., original Russian works translated into English).
- By "*newspapers in Russian*" we refer to newspapers published in the Russian language in Toronto, in Russia, or anywhere else (for example, USA, Europe). Please note that this category can include, for example, publications by members of the Jewish community in Toronto if issued in Russian.

- By “*newspapers in English*” we refer to the main English-language newspapers read by Toronto citizens and published in Canada or the USA, such as *The Globe and Mail*, *The Toronto Star*, and *The New York Times*.
- By “*magazines/journals in Russian*” we refer to any publications issued in Russian anywhere in the world.
- By “*magazines/journals in English*” we refer to any publications issued in English anywhere in the world.
- In this survey, we would like to know what you read now. By “*now*” we refer to the present and recent past, i.e., a period of time limited to approximately the last 12 months. We have no doubt that most immigrants from the former Soviet Union used to read works by Russian classical authors and Soviet writers and poets, for example. As a result, we are confident that many of our respondents are very familiar with and knowledgeable about the literature discussed. However, while answering the questions about your *current* reading, please think whether

you reread the above authors as per your personal choice and desire *at present*, whether you *still* like them, and whether you’re likely to open their books again in your free time *today*.

- Since our survey is carried out in Ontario, we do not touch on books, newspapers, and journals/magazines published in French or other foreign languages that could possibly be read by our potential respondents.

Examples

Once again, the questionnaire is anonymous and confidential. It may seem a little too long at first glance. However, if you take a closer look, you will note that all questions are spaced and laid out on paper for greater clarity and convenience. Moreover, most of the questions will require you to simply choose your answer from the list offered or answer “yes” or “no”; in both cases, you will merely checkmark your answer in the box beside. Below is a brief description of what types of questions you will find in this survey and how we would like you to answer them.

1	“Yes or No” questions	Please checkmark your answer in the box beside. For example: 1. <i>Do you use your public library?</i> [✓] Yes [] No
2	“Yes or No” questions with instructions to skip a following question or group of questions, or to keep answering questions in a given sequence, depending upon your answer to the current question	Please follow instructions given in parentheses every time; it will make the answering process easier and faster For example: 1. <i>Do you use your public library?</i> [✓] Yes (<i>Please skip questions 2–7. Go directly to question 8 on page 2</i>) [] No (<i>Please keep answering in sequence</i>)
3	Multiple-choice questions	Please checkmark your answer in the box beside. Please note that in some questions, you are asked to select more than one answer. In this case the instruction “Please checkmark as many as apply” will be given every time. In other questions, you will need to select only one answer. You will be instructed to select only one answer every time it applies.
4	Questions asking you to specify and give examples	Please insert your answer in the lines provided.
5	Atypical questions	Special instructions are provided for some questions. They are printed in bold letters and marked with !!! for your attention. For example: !!! Please answer questions 12–15 ONLY if you answered “Yes” to BOTH questions 7 and 8. Otherwise, please go directly to question 16 on p. 3.

This survey has 8 sections. Before each section, there is a brief introduction given to explain its content and purpose.

Only questions relevant to the present article are included;

for other questions, see Dali (2002) and Dali (2005)

[Section I, Section II, & Section III: Skipped]

Section IV. Public Libraries

Public libraries in Toronto are in many ways different from libraries in the former Soviet Union and contemporary Russia. In this section, we would like to learn how Russian-speaking immigrants perceive and use public libraries.

48. Do you use the Toronto Public Library (either the central location or any of the branches)?

☐ Yes (Please keep answering in sequence)

☐ No (Please skip questions 49-54. Go directly to question 55 on p. 11)

49. When you think of your public library, what is the first thing that comes to your mind? (i.e., What is your perception of your public library? What is it for you?)

50. How often do you usually visit your public library?

☐ 3-4 times a year

☐ about once a month

☐ about twice a month

☐ once a week

☐ 2-3 times a week

☐ every day

☐ other

51. What do you use your public library for? (Please checkmark as many as apply)

☐ To borrow books for leisure reading (Please checkmark only one answer in indented sub-question A)

▣▶ A. I borrow books for leisure reading

☐ in Russian

☐ in English

☐ in both languages

☐ To borrow books for professional development and/or studies (Please checkmark only one answer in indented sub-question B)

▣▶ B. I borrow books for professional development and/or studies

☐ in Russian

☐ in English

☐ in both languages

☐ To use reference materials, such as encyclopedias, dictionaries, manuals, directories

☐ To borrow video/audio cassettes or CDs

☐ To use the Internet

- ☐ To find out community information
☐ To participate in library programs
☐ Other (specify) _____

52. Please list 4-5 titles you borrowed from your public library (for either leisure or professional development/studies) or used in the library for reference in the last 12 months.

53. Are you satisfied with the collection of books in Russian in your public library?

- ☐ Yes
☐ No

▫► Why not? _____

54. What recommendations would you make to improve services/collections in your public library?

Section V. Bookstores

In this section, we would like to find out what use Russian-speaking immigrants make of Russian bookstores in Toronto and Canadian bookstores offering literature in English.

55. Do you buy books in Russian bookstores?

- ☐ Yes

▫► A. Please list some titles you bought from Russian bookstores in the last 12 months?

- ☐ No

▫► B. If you don't buy books in Russian bookstores or if you don't buy as many as you would like to, what prevents you from buying them?

56. Can you find titles you would like to purchase in Russian bookstores in your public library?

- ☐ Almost never (only about 10% of the time)
☐ Yes, some titles (about 50% of the time)
☐ Yes, most of the titles (about 90% of the time)

57. If you had a choice between buying the desired titles from the Russian bookstore or borrowing them in the public library, what would be your choice? Please give reasons for your choice.

- ☐ I would buy them in the Russian bookstore because _____
☐ I would borrow them from the library because _____

58. Do you use Canadian bookstores (e.g., Chapters, Indigo, others)?

- ☐ Yes (Please keep answering in sequence)

☐ No (Please skip questions 59-60. Go directly to question 61)

59. What is the typical way that you make use of Canadian bookstores? (Checkmark as many as apply)

☐ browse books for leisure and read them on the spot

☐ buy books for leisure

☐ browse books for professional development/studies and read them on the spot

☐ buy books for professional development/studies

60. Please give examples of 4-5 titles you bought from Canadian bookstores in the last 12 months.

Section VI. Book Collections at Home

In the former Soviet Union and contemporary Russia, many people used to have and still have their own book collections at home. In this section, we would like to know whether Russian-speaking immigrants still have book collections in their homes and, if yes, what these collections contain and how important they are for their owners.

61. Did you have a book collection in your home before you immigrated?

☐ Yes

▫ ► If yes, about how many books did you have? _____

☐ No

62. Do you have a book collection at home here in Canada?

☐ Yes (Please keep answering in sequence)

☐ No (Please skip questions 63-64. Go directly to question 65 on p. 13)

63. About how many books do you have in your home book collection? _____

64. About how many books do you buy per year for your book collection? _____

65. With which one of the following statements do you agree the most? (Please select the one choice that most closely reflects your opinion)

Having my own book collection at home is

☐ as important for me as it used to be before I immigrated

☐ less important for me than it used to be before I immigrated

☐ more important for me than it used to be before I immigrated

☐ presently, not important at all; however, it used to be important before I immigrated

☐ presently, not important at all; it was not important before immigration either

66. Did you bring to Canada any books from your home book collection in the former Soviet Union/Russia?

☐ Yes (Please answer two indented sub-questions)

- ▣► What kind of books did you bring here from Russia for your home book collection (for example, classical pre-revolutionary literature, poetry, Russian or foreign contemporary novels, art books, professional literature, other (specify)) _____
- ▣► Approximately, how many books did you bring in total? _____

☐ No (Please keep answering in sequence)

!!! Please note: the following question 67 has two parts.

67. ▣► In the ideal situation, what titles or types of books would you consider important to add to your home book collection (meaning: you would buy them or bring them from your former home book collection if given a chance)? Please consider both English- and Russian-language books.

▣► Why are they important? _____

[Section VII: Skipped]

Section VIII. General

Finally, we would like to know just a little about you so we can see how different types of people respond to the questions we have been examining in this survey.

69. Age

- ☐ 18-25
☐ 26-34
☐ 35-49
☐ 50-64
☐ 65+

70. Sex M/F

71. Education _____

72. Current occupation _____

73. Number of years since you left the former Soviet Union/Russia _____

THANK YOU VERY MUCH FOR TAKING TIME TO COMPLETE THIS SURVEY.

YOUR EFFORTS AND HELP ARE GREATLY APPRECIATED.

Appendix B

Examples of types and titles of books expected to be included in home book collections of Russian-speaking immigrants in Toronto (selected categories in Table 9)

Books brought from the previous home collection in the FSU

- Classical literature: "Classical literature" includes Russian literature (Russian pre-revolutionary (pre-1917) classics and works by some of the Soviet authors and authors rediscovered in glasnost), and foreign classical literature in Russian translation. "Soviet authors" are regarded as such if their works were written during the Soviet period, irrespective of their loyalty (or disloyalty) to communist views; "authors

rediscovered in glasnost” are authors whose works were banned or rarely published before 1985. For more elaborate definitions and detailed chronological divisions of Russian/Soviet literature and authors adopted in this paper, see [Dali \(2002\)](#).

- Poetry: Russian poetry and foreign poetry in Russian translation are mentioned.
- Contemporary fiction: “Contemporary fiction” is fiction by late-Soviet and post-Soviet authors. Respondents mention both Russian fiction and foreign fiction in Russian translation.

Books purchased in Russian bookstores

- Classical literature: Respondents mention works by authors rediscovered in glasnost and foreign authors (both classical and contemporary) in Russian translation. Examples of Russian titles include books by Aleksandr Pushkin, Mikhail Bulgakov, Iurii Nagibin, Fazil’ Iskander, Liudmila Petrushevskaia, Tat’iana Tolstaia, Efraim Sevela, and Varlam Shalamov. Examples of foreign titles include works by Franz Kafka, Marcel Proust, and Stephen King.
- Poetry: Respondents cite poetry by Nikolai Gumilev, Fedor Sologub, Bella Akhmadulina, and Nikolai Rubtsov, as well as poetry by Charles Baudelaire and François Rabelais in Russian translation.
- Contemporary fiction: Examples listed include such genres as crime fiction and romance, and books by Boris Akunin, Viktor Pelevin, Sergei Lukianenko, Aleksandra Marinina, and Sviatoslav Loginov.
- Books for children/young adults: For example, this includes fiction and textbooks.
- Non-fiction: This includes, for example, memoirs.
- Reference: This includes, for example, dictionaries.

Books purchased in English-language bookstores

- Classical literature: Examples include books about Sherlock Holmes by Arthur Conan Doyle.
- Contemporary fiction: This category includes *Secret Honor* by W.E.B. Griffin, *Gone with the Wind* by Margaret Mitchell, *Hearts in Atlantis* by Stephen King, *Bee Season* by Myla Goldberg and *1984* by George Orwell.
- Books for children/young adults: The majority of titles purchased in English-language bookstores by Russian-speaking immigrants are books, often classical, for children and young adults (Q60); the specific titles cited were James Matthew Barrie’s *Peter Pan*, William Golding’s *Lord of the Flies*, Robert Louis Stevenson’s *Treasure Island*, and Alexandre Dumas’s *The Count of Monte Cristo*.

- Non-fiction: This category includes *The Dancing Column: On Order in Architecture* by Joseph Rykwert, *Macumba: The Teachings of Maria-José*, *Mother of the Gods* by Serge Bramly, *Classic Cars* by Martin Buckley, *The Seven Principles for Making Marriage Work* by John Mordechai Gottman and Nan Silver, *The Complete Idiot’s Guide to World War II* by Mitchell Geoffrey Bard, *Great Chassidic Leaders: Portraits of Seven Masters of the Spirit* by Aharon Sorski, *The Book of Job* by Raymond P. Scheindlin and *Be-Reshit* (in English).
- Professional literature: The large number of books bought for professional development and educational purposes include titles on computer science, computer technology, and programming, as well as English learning materials (specifically, TOEFL books). There are also books about pharmacology, statistics, management, and interior decoration and design.
- Reference: *Atlas of World History*, an encyclopedia of cats and cat breeds, numerous dictionaries, and encyclopedias about Canadian geography and history are included.
- Art books: *Essential Monet* by Vanessa Potts, *Essential Impressionists* by Antonia Cunningham, art books on wildlife and shells of North America, art of Eastern Asia, Art Nouveau, and ancient armor are listed.

Appendix C

Examples of English and Russian-language titles borrowed by the survey respondents in the twelve months prior to answering the questionnaire (Q52)

English-language fiction borrowed for leisure reading:

- Books by Joseph Conrad, *The Vikings* by Elizabeth Janeway, *If Tomorrow Comes* and others by Sidney Sheldon, *No Greater Love*, *Mirror Image*, and others by Danielle Steel, *Strong Medicine* and others by Arthur Hailey, books by Erich Segal, *Golem 100* by Alfred Bester, *The English Patient* by Michael Ondaatje, *The Stones Cry Out* by Hikaru Okuizumi; and
- Fiction for children and young adults, including *Tarzan*, *The Jungle Book*, and others.

Russian-language fiction borrowed for leisure reading:

- *Anna Karenina* by Leo Tolstoy, *Chemodan (The Suitcase)* and *Inostranka (A Foreign Woman)* by

Sergei Dovlatov, *Svidanii Ne Budet (There Will Be No Meetings)* by Fridrikh Neznanskii, *Generation "P" (Homo Zapiens)* by Viktor Pelevin, *Smert' v Moskve (Death in Moscow)* by Iuz Aleshkovsky, *Pod Znakom Karnavala (Under the Sign of the Carnival)* by Dina Rubina, books from the *Beshenyi* series by Viktor Dotsenko and various novels by Viktoriia Tokareva, Boris Akunin, and Aleksandra Marinina.

Russian and English non-fiction borrowed for leisure reading:

- *Vozvyshaiushchii Obman (The Elevating Lie)* and *Nizkie listiny (Low Truths)* by Andrei Mikhalkov-Konchalovskii, Hitler biography books, *Midnight Diaries* by Boris Yeltsin, *Jewish Cultural Tapestry* by Steven M. Lowenstein, books on Jewish history and culture, travel guides, cookbooks, self-help and popular books on psychology, such as *Your Memory* by Alan D. Baddeley, *Brain Building* by Marilyn Mach Vos Savant and Leonore Fleischer, *The Relationship Cure* by John Mordechai Gottman and Joan DeClaire, and *Instant Emotional Healing* by Peter T. Lambrou and George J. Pratt.

Titles for professional development and educational purposes (either borrowed from the public library or used in the library):

- Numerous textbooks about such topics as English grammar; TOEFL (Test of English as a Foreign Language); self-learning English and other ESL (English as a Second Language) materials; calculus, business math, and organic chemistry; and specialty titles such as books on mechanical engineering, software quality assurance, Visual BASIC, AutoCAD, JAVA programming, pharmaceutical counseling, economics and market analysis, and interior decoration and design. Listed as used in the library are dictionaries and directories (e.g., *Scott's Directories*), books on résumé writing, and other reference sources.

References

- Baker, S. L. (1993). Product decisions. In *The responsive public library collection: How to develop and market it* (pp. 47–74). Englewood, CO: Libraries Unlimited.
- Buchanan, W. E. (2002). Developing library collections when everyone thinks the Internet is everything...and other challenges on the road to diversity. *Rural Libraries*, 22(1), 31–40.
- Bushnell, K., & Bushnell, J. (2001). Russian publishing, 2000–2001: threats to freedom of information, but a record year for books: a report to the 2001 Summer Slavic Librarians' Workshop. *Slavic & East European Information Resources*, 2(3/4), 111–125.
- Canada, Statistics Canada (1999). *Census of Canada, 1996: profile series: profile of census subdivisions*. Retrieved May 17, 2002, from <http://www.chass.utoronto.ca/datalib/cc96/profil96.htm>.
- Choldin, M. T. (1998). Russian libraries and readers after the Ice Age. *Libraries and Culture*, 33(1), 26–33.
- Chudakova, M. J. (1991). Ne zasloniat'sia ot real'nosti (Don't shield oneself from reality). *Literaturnaia Gazeta*, January 9. Cited in Stelmach, V. D. (1993), p. 274.
- Dali, K. (2002). From Russia with books: reading and readership in the Russian-speaking community in Toronto. *Toronto Slavic Quarterly*, 2. Retrieved August 15, 2003, from <http://www.utoronto.ca/slavic/tsq/02/rusreadinghtml>.
- Dali, K. (2005). Russian-language periodicals in Toronto: information sources for immigrants and records for documenting community. *Slavic & East European Information Resources*, forthcoming.
- Erudit bookstore (2003). Retrieved July 18, 2003, from <http://www.russianbooks.net/EnglishHome.aspx>.
- Kuzmin, E. (1995). Russian libraries in the context of social, economic and political reforms. *IFLA Journal*, 21(2), 106–109.
- Lahiri, A. K. (2001). Impact of glasnost and perestroika on the Russian libraries. *Journal of Educational Media & Library Sciences*, 39(2), 114–130.
- Lovell, S. (2000). *The Russian reading revolution: print culture in the Soviet and post-Soviet eras*. New York: St. Martin's Press.
- Lukas, D. T., Kubilius, R., & Dundzila, A. (2002). Lithuanian American private libraries: survey and data. *Slavic & East European Information Resources*, 3(4), 21–32.
- Marquis, S. K. (2003). Collections and services for the Spanish-speaking: issues and resources. *Public Libraries*, 42(2), 106–112.
- Mehnert, K. (1983). *The Russians and their favorite books*. Stanford: Hoover Institution Press.
- Melent'eva, I. (1995). The role of the library in the socialization and development of individual critical thinking. In C. Oberman, & D. Kimmage (Eds.), *Russian-American seminar on critical thinking and the library: occasional papers 200/201* (pp. 35–39). Urbana-Champaign: Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign.
- Mendrinis, R. B. (1998). Inside Russian libraries: an information technology perspective. *American Libraries*, 29(6), 78–80.
- Raabe, T. (2001). *Biblioholism: the literary addiction* (Rev. ed.). Golden, CO: Fulcrum Publishing.
- Raymond, J. (1998). Librarians have little to fear from bookstores. *Library Journal*, 123(15), 41–42.
- Remennick, L. I. (1999). Women of the "sandwich" generation and multiple roles: the case of Russian immigrants of the 1990s in Israel. *Sex Roles*, 40(5–6), 347–378.
- Stelmach, V. D. (1993). Reading in Russia: findings of the sociology of reading and librarianship section of the Russian State Library. *International Information & Library Review*, 25(4), 273–279.
- Stelmakh, V. D. (1994a). What do Russians think about libraries?. In V. D. Stelmakh (Ed.), *The image of the library: studies and views from several countries: collection of papers* (pp. 95–105). Haifa: University of Haifa Library.
- Stelmakh, V. D. (1994b). The image of the library. In V. D. Stelmakh (Ed.), *The image of the library: studies and views from several countries: collection of papers* (pp. 7–22). Haifa: University of Haifa Library.
- Stelmakh, V. D. (1995). Russian reading in the period of social and cultural change. *International Information & Library Review*, 27(1), 7–23.

- Stelmakh, V. D. (2001). Reading in the context of censorship in the Soviet Union. *Libraries & Culture*, 36(1), 143–151.
- Stevens, M., & Sydorenko, W. (2002). *Bookstores in the Toronto area supplying Central and East European material* (2nd ed., pp. 24–29). Toronto: Petro Jacyk Central and East European Resource Centre, University of Toronto Library. Retrieved August 15, 2003, from <http://www.library.utoronto.ca/pjrc/publications/bs-2002-b.pdf>.
- The Russian Library & Information Centre (2002). Retrieved August 24, 2003, from <http://www.russianlibrary.ca>
- Toronto Public Library (2003a). *About the library*. Retrieved August 10, 2003, from http://www.tpl.toronto.on.ca/abo_index.jsp
- Toronto Public Library (2003b). *About the library—policies—materials selection policy*. Retrieved August 10, 2003, from http://www.tpl.toronto.on.ca/abo_pol_selection.jsp
- Toronto Public Library (2003c). *About the library—collection development*. Retrieved August 10, 2003, from http://www.tpl.toronto.on.ca/abo_col_index.jsp.
- Toronto Public Library (2003d). *Multicultural connections—multicultural service goals*. Retrieved August 10, 2003, from http://www.tpl.toronto.on.ca/mul_goa_index.jsp
- Toronto Public Library (2003e). *Multicultural service goals—multicultural services and programs*. Retrieved August 10, 2003, from http://www.tpl.toronto.on.ca/mul_ser_index.jsp
- Toronto Public Library (2003f). *Multicultural connections—learning English & other languages*. Retrieved August 10, 2003, from http://www.tpl.toronto.on.ca/mul_esl_index.jsp.
- Zaitsev, V. (1996). Problems of Russian libraries in an age of social change. *Daedalus*, 125(4), 293–306.

Available online at www.sciencedirect.com

